

Interactive Read Aloud Lesson

Look for evidence that the teacher:	
<p><i>Selection and Preparation</i></p> <ul style="list-style-type: none"> • Selected a text that is interesting, relevant, and age appropriate • Read the text and identified specific learning opportunities 	
<p><i>Opening Statement</i></p> <ul style="list-style-type: none"> • Engages the students’ interests and get them thinking prior to reading the text • Helps the students link the text, genre, topic, author or illustrator to other texts they know 	
<p><i>Reading the Text</i></p> <ul style="list-style-type: none"> • Reads the text in a way that engages the students • Pauses selectively to get the students thinking and talking • Varies the structures for focused talk – individual comment, pairs, threes • Encourages building on ideas instead of answering questions • Makes comments or poses questions promote thinking within, beyond, and about the text • Promotes the expansion of language, vocabulary and ideas • Promotes thinking across texts or links to other texts? 	
<p><i>After the Text Reading</i></p> <ul style="list-style-type: none"> • Helps the students attend to the overall meaning, implications, and relevance of the text to the students’ lives and/or their world • Invites personal response • Helps students think about how they can use what they learned with other texts • Helps the students attend to the writer’s craft 	
<p><i>Reflection on the Teaching</i></p> <ul style="list-style-type: none"> • Able to discuss the new learning or new ways of thinking students gained and will be able to apply to other texts they read • Able to identify student needs for further learning • Teacher is able to analyze how the text reading and response will inform the next read aloud session and the reading and/or writing minilesson 	